

LATINO COLLEGE COMPLETION: OREGON

STATE RANKING

Oregon had the 19th largest Latino population in the U.S.¹

K-12 POPULATION

In Oregon, **20%** of the K-12 population was Latino.²

STATE POPULATION

In Oregon, **12%** of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Oregon was **24**, compared to **40** for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Oregon, **16%** of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to **39%** of all adults.⁵

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 5.5 million degrees by 2020.

To reach the degree attainment goal by 2020, Oregon can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in Oregon.

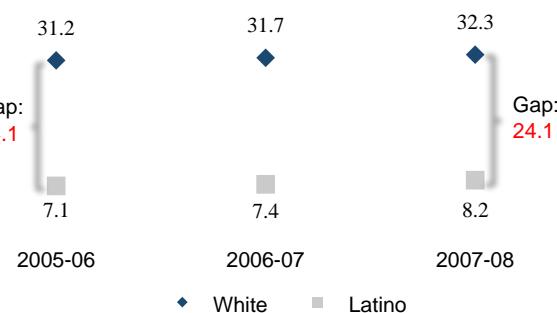
Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 3 measures provided below. Alone, none of these measures capture the entire "story" of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Latino and white cohorts in Oregon in a single year (2007-08) and the persistence of the gap over time (2006-08).

Oregon	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	32.8	45.2	12.4
Completions per 100 FTE Students	11.7	15.8	4.1
Completions Relative to the Population in Need	8.2	32.3	24.1

Graduation rates - Total graduation within 150% percent of program time for first-time, full-time freshman
Completions per 100 FTE students – Total undergraduate degrees and certificates awarded per 100 full-time equivalent students (incorporates part-time students)
Completions Relative to the Population in Need – Total undergraduate degrees and certificates awarded per 1,000 adults aged 18 to 44 relative to the adult population with no college degree

Completions Relative to the Population in Need: 2006 to 2008



¹ U.S. Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey", 2009-10, v.1b. [www.nces.ed.gov/ccd](http://nces.ed.gov/ccd)

³ U.S. Census 2010: Oregon. <http://2010.census.gov/2010census/data/>

⁴ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

⁵ Lumina Foundation for Education. *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States.* www.luminafoundation.org

Degrees Conferred

Another metric to benchmark college completion is to track the progress of total degrees awarded over time. This measure may be the result of an increase in overall enrollment numbers rather than an increase in rates of completion. From 2005-06 to 2007-08,

- the number of Hispanics who earned an undergraduate degree in Oregon increased about 13% from 2006-08, while all other race/ethnic groups increased 1%.
- among the 50 states, Oregon ranked 24th for the increase in degrees conferred to Latinos over 3 years.

For more information on these metrics, download *Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020* and *Degrees Conferred to Latinos: 2006-2008* at www.EdExcelencia.org/research/EAF/Benchmarking

Examples of What Works for Latino Students

There are institutions in Oregon showing success in enrolling, retaining, and graduating Latino students. The following is an example of an institutional program with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Ayudándonos Podemos (*Helping Each Other, We Can Do IT*) - Linfield College

Ayudándonos Podemos, or AP, is a federally funded recruitment and retention program to increase the number of graduates from populations that are underrepresented in nursing, particularly Hispanic students. Linfield –Good Samaritan School of Nursing (LGSSON) has developed a comprehensive approach to retention of nursing students, providing resources and support services for Latino students. LGSSON's bilingual, bicultural staff members are key to the success of AP recruitment activities, which include a community-based outreach program targeting 800+ Hispanic students and their families (e.g., ¡Saludos! Hispanic Family Day). Their outreach extends to TRIO programs at local two- and four-year colleges and healthcare workforce development programs/agencies. Since the inception of the program, the overall retention rate for AP students has been 96%. In comparison, the overall retention rate for the school of nursing is 92%. Since the AP program began in July 2004, 50 stipends and scholarships have been distributed to pre-nursing and nursing students in the program. Of these, 42 students are Hispanic. (<http://linfield.edu/portland/multicultural-programs/outreach/>)

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education's Growing What Works database at <http://www.edexcelencia.org/examples>

Ensuring America's Future partners in Oregon:

Western Interstate Commission for Higher Education (WICHE): <http://wiche.edu>